

At school your child is learning to think about the reader when they write to make their writing interesting. Here are some ways you can help them learn at home as they develop their writing skills.



Making writing interesting

Things to do with younger children

- Read lots of different types of texts with your child so that they see that there are different types of writing to suit different purposes. Try reading menus, lists, catalogues, e-mails, postcards, signs, comics, messages...
- When reading to your child, talk to them about why the author has used a particular word, and the effect that has on you as a reader.
- Give children as many opportunities as you can to play at writing for a purpose - let them play at writing on old diaries, calendars, post-its, shopping lists etc.
- If you are writing, for example, a list or a letter, explain what you are doing and encourage children to do their own version. Don't be tempted to 'write it for them' to copy over or under, but instead let them write on their own to develop independence. Talk to them about what you are writing as you write, to show them how a writer composes.

Things to do with older children

- Continue to read to your child, even when they can read on their own. Discuss interesting words and expressions that the author has used and the effect that this has on you as a reader.
- In the school holidays, support your child in writing a holiday diary of things they have enjoyed.
- Encourage your child to write a letter, postcard or e-mail to someone they haven't seen for a long time. Talk to them about how it is important to make the content interesting so that the reader wants to read!
- Join the local library, and support your child in borrowing a range of different books to read for pleasure. Did you know that it is free for children to join the library, and there are no charges for late returns or lost books?



Your child will be learning about:

Y R	<ul style="list-style-type: none"> • Begin to write simple narratives and recounts. • Retell a narrative or recount. • Invest writing with meaning. Write simple labels, captions and sentences
Y1	<ul style="list-style-type: none"> • Label information appropriately. • Begin to use words appropriate to different text forms, e.g. story, report or simple instructions.
Y2	<ul style="list-style-type: none"> • Give sufficient detail to engage the reader's interest.
Y3	<ul style="list-style-type: none"> • Identify and consider audience and how this affects writing. • Begin to address reader, for instance by using questions in non-fiction. • Use terminology appropriate to text type. • Be able to improve own writing and correct errors. • Use IT to polish and present.
Y4	<ul style="list-style-type: none"> • Use language precisely and selectively in relation to text type, for instance to persuade or inform. • Edit in relation to audience and purpose, enhancing or deleting, justifying choices.
Y5	<ul style="list-style-type: none"> • Use appropriate grammatical features for different text types. • Adapt writing to be concise and clear, and use an impersonal style. • Review and edit writing to produce final form, matched to the needs of an identified reader. Refine and evaluate.
Y6	<ul style="list-style-type: none"> • Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts. Write with pace. • Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed or by providing persuasive reasons with examples. • Polish own poetry for performance. • Use IT to write and edit for publication.

What you need to know:

In the next column you will find the key features of different types of writing now taught in primary schools. The teaching is very different from when parents were at school, when children were rarely told what made a good story or how to improve their writing. As a result, many children in our generation grew up feeling "I'm not a good writer". Children are now taught the *purpose* for writing, how writing is *organised* and what writing *style* to use for effect.

In end of year assessments through Key Stages 1,2 and 3, children's writing is assessed against their ability to vary their writing to match the task, along with set marks for handwriting and spelling.

Use this booklet when you need it to support your child as they develop as a writer, helping them to understand what they are learning at school and encouraging them to think "I am a good writer"!

Text Types:

Recount:

Retells events in time order

Non-chronological report:

Describes the way things are: many information books are non-chronological reports

Instructions:

Ordered steps to be taken to achieve a goal e.g. recipes,

Explanation:

Explains the processes involved in natural and social phenomena, or to explain how something works.

Persuasion:

Writing to persuade the reader to your point of view e.g. posters, leaflets, letters

Discussion:

Writing to present arguments and information from differing view points